

# Unit Planning Guide: Grade \_K\_ Unit \_6\_\_ of \_8\_\_

Unit Title: Becoming a Writer	Pacing (Duration of Unit): 5 weeks
Grade: Kindergarten	Buffer Day(s): 4

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Through read aloud, develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

#### Standards (Priority Standards in bold):

- RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.**
- RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- **W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.**
- MA.W.K.3a With prompting and support, write or dictate poems with rhyme and repetition.
- **W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**
- W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- **W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).**

#### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or

<ul style="list-style-type: none"> <li>• SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> <li>• L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>• L.K.2 <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></li> <li>• L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>• L.K.2d <b>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</b></li> <li>• L.K.5 <b>With guidance and support from adults, explore word relationships and nuances in word meanings.</b></li> <li>• L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• RL.K.5 Recognize common types of texts (e.g., storybooks, poems).</li> <li>• RL.K.9 <b>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b></li> </ul> <p><b>*These standards are taught throughout the year</b></p> <ul style="list-style-type: none"> <li>• SL.K.1a * Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>• L.K.1* <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></li> <li>• L.K.1b* Use frequently occurring nouns and verbs.</li> <li>• L.K.6 * Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</li> <li>• RL.K.4* Ask and answer questions about unknown words in a text.</li> <li>• RL.K.10* <b>Actively engage in group reading activities with purpose and understanding.</b></li> <li>• RI.K.4* <b>With prompting and support, ask and answer questions about unknown words in a text.</b></li> <li>• RI.K.10* <b>Actively engage in group reading activities with purpose and understanding.</b></li> </ul>	supports.
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Sounding out words helps us write.</li> <li>• Good writing needs to follow a format.</li> <li>• Punctuation, Capitalization and spacing helps us communicate ideas.</li> <li>• The sounds that make up words can be manipulated to make up new words and change meaning.</li> <li>• Comparing two stories helps to deepen our understanding.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Why do we write?</li> <li>• Why do we compare two stories?</li> <li>• How do we share our ideas?</li> </ul>

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Acquisition (*Mostly assessed through traditional summative assessments)	
<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know ...</i></p> <ul style="list-style-type: none"> <li>• what a consonant and vowel is</li> <li>• that they can spell words by writing the letters of the sounds they hear in words, and that making errors is part of the process of spelling (inventive spelling)</li> <li>• what a sentence looks like and the format a sentence must be in. (begins with a capital letter, spaces between words, punctuation)</li> </ul> <p><b>Key Academic Vocabulary -</b></p> <ul style="list-style-type: none"> <li>• consonants</li> <li>• vowels</li> <li>• Punctuation</li> <li>• Spelling</li> <li>• Compare</li> <li>• Capital</li> </ul>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Writing letters that correspond to sounds (knowledge, application)</li> <li>• Identifying consonants and vowels (knowledge)</li> <li>• Writing a simple sentence(knowledge, application)</li> </ul>